

# Childhood and Culture Reflected Through the Lens of LIS Education: Embedded Practice in Danish Library and Information Science Education

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According to Stearns (2009), culture shapes childhood. The way a society defines culture shapes: (a) how childhood is constructed; (b) the production of literary products and services for young people; and (c) training for library professionals. In 21st century America, children are viewed as a vulnerable population in need of protection, as evidenced by the books that are challenged in schools and libraries every year. In Denmark, however, childhood is constructed differently. While the American-style of helicopter parenting described in Finkel and Fitzsimmons (2013) exists, since the 1980s a cultural shift has occurred, as Danes move from what Juncker (2007) calls a silent, attendant culture to a vocal, participatory culture. Today, young Danes' right to access culture is mandated through the Ministry of Culture, and libraries and cultural institutions, working in partnership with schools, are largely responsible for providing such access. According to the Royal School of Library and Information Science's website, Bachelors and Masters degrees in Information Science and Cultural Dissemination emphasize connections between information and knowledge, but also focus on the interplay between knowledge and culture. As library education changes, children's library centers in turn are transformed into cultural institutions that incorporate media in all forms, focusing on culture, creativity, and play. This qualitative study uses participant observation gathered in Denmark during summer 2014 at the Royal School of Library and Information Science, libraries and cultural centers, and online analysis. Findings demonstrate how the Danish LIS program addresses changing constructions of childhood and the roles of information and culture, encompassing both aesthetics and play.

## Introduction and Context

**O**ur views on culture shape childhood (Stearns, 2009), and the way a society socially constructs childhood in turn shapes the literary cultural products created for young people, and the library services provided for them. In 21st century United States, children are viewed as a vulnerable population in need of protection. Each year, books for children and young

adults are challenged by well-intentioned adults who want to protect young people from dangerous content, and the American Library Association (ALA) maintains a list of frequently banned books (ALA, 1996–2015). In the U.S., “parenting” is viewed as a profession in need of outside guidance and expertise (Stearns, 2009), from Dr. Spock (1945) to the abundance of parenting books currently on the market. This paper uses Denmark as a case study to examine how library service and library and information science education reflects local cultural values.

A group of students from Kent State University visited Denmark for two weeks

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As of February 2015, the United States, Somalia, and Syria are the only countries that have not yet ratified the Convention (UN Office of the High Commissioner for Human Rights, 1989).

in the summer of 2014 as part of a class called International Children's Literature and Librarianship. Students began the course by reading a selection of books from all continents that were available in English in the United States, and then visited Denmark for an in-depth case study of one country. In Denmark, students visited libraries, cultural institutions, a ministry of culture, the Royal School of Library and Information Science, a publisher, bookstores, and interacted with Danish families, which allowed them to receive many impressions about Danish childhood and youth services librarianship. A day-long visit at The Royal School of Library and Information Science in Copenhagen helped the Kent State University students understand how Danish library training addresses the needs of this population, and connects social constructions on childhood with library practice. By embedding culture within access to information, an emphasis was placed on the roles of aesthetics and play.

## **A Review of the Literature**

Three areas of literature informed this article: (a) historical perspectives on the emergence of youth services in Danish libraries; (b) articles on comparative perspectives of international LIS education; and (c) readings on culture, aesthetics, and society. Because of space restrictions, this article focuses on youth services in public libraries. A future study could examine practice in school library media centers.

### ***Historical Perspectives***

Denmark is a small, Nordic, constitutional monarchy with a population of 5.6 million people (Central Intelligence Agency, 2014). Public education in Denmark began over 200 years ago, with two Public Education Acts enacted in 1814 ("Anordning," 2012). As in the early part of the 20th century in the United States, the library movement in Denmark coin-

cided with a shift from a rural, agrarian society towards an urban, industrialized society. In this changing environment, libraries would serve as centers of enlightenment and personal improvement—for educating and uplifting people, and for improving morals. About thirty years after Carnegie libraries began appearing in the United States, the first Danish Public Libraries Act was passed in 1920, but library service to children did not start until 1931. According to Juncker (2007), early twentieth century library service in Denmark emphasized books; since "children below the school age were illiterates" (p. 157), a commonly-held sentiment was that library service did not need to encompass this population. Much early Scandinavian library service for children was modeled on American practice. Åse Kristine Tveit (2011) describes how Norwegian children's librarians were trained at library schools in Albany and Brooklyn, New York, from which they imported both organizational techniques (such as Dewey Decimal Classification) and American ideologies about providing access to all—including to children. By late twentieth century in Denmark, views on childhood had changed drastically, and today, as in the United States, Danish libraries emphasize service to children.

As we will see later, the way that Danish Library and Information Science (LIS) education inverts the contemporary North American model and alternates theoretical coursework semesters with project semesters actually reflects upon the earliest models for LIS training in the United States. Fanette Henrietta Thomas's 1982 dissertation is a wealth of research on early American LIS training, demonstrating that historically, practice was embedded in early youth services librarianship training, as is done in Denmark today. At the turn of the 20th century, in order to enroll in the Pratt Institute's special course for children's librarianship, "a candidate had to pass an examination or have had a year of practical library experience . . . [By] de-

voting the program's morning sessions to lectures, the afternoons and evenings were for practical work in the children's room" (p. 137). According to Thomas (1982), of all the burgeoning library schools, the Carnegie Library of Pittsburgh provided the most intensive training for Children's Librarians. With a holistic curriculum designed by Frances Jenkins Olcott in 1901–1902, candidates "participated in laboratory work in the Central Children's Room, in the branches, and the Home Libraries which served the different ethnic and racial communities. Because of the contact with the whole community, the students were given an opportunity to adjust to the various environments they could experience in a professional situation" (p. 140). In addition to considering history of LIS education, comparative international perspectives were sought for this study.

### ***International Models of LIS Education***

Relevant articles comparing international Library and Information Science education, particularly from the youth services perspective, are limited. Adkins and Higgins (2006) survey youth services instructors about content of youth oriented classes across three years and five countries, and Thompson and Adkins (2012) describe barriers to LIS education in Honduras (and other developing countries) and subsequently, barriers to information. The International Federation of Library Associations is another source. The IFLA (2006–2007) Guidelines for library services to babies and toddlers and the IFLA Guidelines for Children's Libraries Services (2003) are sources for international library service.

### ***Readings on Culture and Aesthetics***

An overview of theories of culture and society, particularly work from Childhood Studies, would provide a rich expansion of this article, but because of space limitations, the following articles are particularly

relevant: Tisdall and Punch's (2012) article on children's rights, Johanson's (2010) article on the role of culture in library service in Scandinavia, Juncker's (2007) work on aesthetics and culture in Denmark, and Andersen, Frandsen, and Hedelund (2007) on empowering youth through libraries. The 1989 United Nations Convention on the Rights of the Child (United Nations, 1989), which Denmark has ratified, provides explicit guidelines on the rights of children to have access to culture. Tisdall & Punch (2012) provide an overview of the move from viewing children as passive, dependent, incompetent and incapable, to modern considerations of children as "social actors" (p. 3) who have agency and rights.

Johanson (2010) provides an informative look at library services in Scandinavia, emphasizing the role of culture for children. The article summarizes changing concepts of children's culture within the field of childhood studies, describing how connections between childhood studies and policy on children present themselves in understandings of children's culture. She describes culture on three levels: (a) commercial culture produced by adults for children; (b) culture produced by adults and children together; and (c) culture produced by children for children, including play.

Juncker's (2007) work on aesthetics and culture provides a foundation for an understanding of values inherent in Danish library service, and therefore, is especially relevant to this study. According to Juncker, rather than be considered as work-in-progress "becomings," children should be considered to be "beings," complete with their own needs for agency and empowerment around consuming and creating culture. Unlike previous generations, contemporary children are not entertained exclusively by playing outside or by reading books, but seek new media formats as sources of entertainment. In fact, according to Juncker (B. Juncker, personal communication, June 10, 2014), in Denmark, children's bedrooms are the largest cul-

tural institution available, because of high levels of access to technology. Addressing this desire to empower youth, Andersen, Frandsen, and Hedelund (2007) write, “libraries in disadvantaged neighborhoods have redefined their role from serving as ‘containers for books’ to acting as agents in community empowerment processes” (p. 6). Contemporary LIS education in Denmark focuses on what is perceived as a cultural shift resulting largely from access to the Internet, and a resulting move to a participatory culture. As we will see with the Royal School of Library and Information Science’s curricula, the participatory culture encompasses children, and includes LIS students. Mandates on children’s access to culture influence library practice, and LIS education.

### ***Origins of Denmark’s Mandates on Culture***

Several international and national agencies influence children’s librarianship in Denmark including the United Nations, the International Federation of Library Associations and Institutions (IFLA), Denmark’s Library Association, and the Union for Library Professionals. Like most members of the 193 member countries of the United Nations, Denmark has ratified the 1989 United Nations Convention on the Rights of the Child.<sup>1</sup> According to Juncker (2007), in Denmark, children are considered to be individuals with rights and a certain amount of agency:

[Children are] . . . empowered individuals. The United Nations’ Convention on the Rights of the Child assigned to them democratic rights on a par with all others: Freedom of expression, the right to having access to media, to information, and to art and culture. This statement of rights highlights the . . . issue of empowerment facing the public libraries and renders it visible.

It is a problem area without technological, virtual, economic, financial, or global dimensions. (p. 159)

In addition to being seen as empowered individuals, the right of Danish children to have access to information, art, and culture is integrated into Danish library practice for young people. The United Nations Convention on the Rights of the Child recognizes connections between play and culture and “promotes the child’s right to play and respects and promotes the right of the child to participate fully in cultural and artistic life” (Johanson, 2010 p. 390). As students learned in Denmark, the term “culture” as used herein is three-part, referring to culture as: a) exposure to the arts (literature, fine art, theater, and music); b) children’s participation in culture (as in their own creative endeavors, both using physical and online media); and c) children’s play—all of which can be experienced at the library. In addition to children’s access to culture, Juncker (2007) also describes how in turn understanding and supporting the aesthetic dimension leads to new understandings of children’s needs:

The insights into the relevance of the aesthetic dimension in everyday life place the focus on new studies in user behavior, user patterns, cultural interpretive communities and cultural qualities and on the special knowledge, enlightenment, personal cultivation and quality-related conceptions and the somewhat different learning concepts that form part of this field. Enriching the field by cultural theories on playing and about creative processes would be obvious. It all becomes important ballast to LIS students who should be able to get on in a culturally emancipated reality. (p. 164)

### ***Professional Associations***

Other influences on Danish LIS practice and education are the professional associations, including “Danmarks Biblioteksforening” (Danmarks Biblioteks-

<sup>1</sup>As of February 2015, the United States, Somalia, and Syria are the only countries that have not yet ratified the Convention (UN Office of the High Commissioner for Human Rights, 1989).

forening, 2015), the Danish Library Association, which is the Danish version of the American Library Association. In 2015, the annual conference theme harkened back to ideals of the early library movement in both the US and Denmark: “Libraries Change Lives” (Danmark’s Biblioteksforening, 2015). Denmark also has a Union for Library Professionals called Bibliotekarforbundet (Bibliotekarforbundet, 2015). Best practices are shared internationally via organizations such as IFLA (2003).

In the United States, Library and Information Science education is guided by the American Library Association (ALA) via its accreditation process, and the requirement from job sites that employees have degrees from ALA-accredited institutions. The Association for Library Service to Children (ALSC)’s competencies guide training of youth services professionals in LIS programs. In Denmark the government has a role in libraries via the national Ministry of Culture. In recent years, new libraries have been built next to culture houses, emphasizing a government mandate about the role culture should play in children’s lives.

## Research Questions

The following research questions emerged from the data collection, one focused on library practice, and one focused on LIS education:

1. How are Danish librarians putting theory into practice in their libraries and responding to mandates on culture by incorporating access to information, play, and culture?
2. How does Library and Information Science education in Denmark match government mandates on culture and embed practice into service? What can American LIS educators learn from historical and comparative studies of LIS education, such as the Danish system?

## Methodology

In order to understand how the Danish LIS program connects education to practice, this case study used participant observation at sites visited during a two-week course trip to Denmark in summer 2014. Sites included the Royal School of Library and Information Science, a selection of libraries, a ministry of culture, museums and cultural institutions, a publishing company, and bookstores. Observation included studying programming for young people, examinations of displays and content for young people in children’s cultural institutions, tours of buildings and spaces, and guest lectures by librarians as well as faculty from the Royal School of Library and Information Science. Online research on the Royal School’s website enabled an analysis of the Royal School of Library and Information Science’s curriculum. Online research of the institutions supporting the field of Librarianship in Denmark, such as the national organization, the Danish librarian’s union, and IFLA supplemented the observations. At each site, it was clear that culture had a major role, and the research topic emerged.

## Findings Part I: How is Contemporary Danish Youth Services Librarianship Responding to Cultural Mandates?

### *Playing in Danish Children’s Libraries*

Students experienced firsthand the freedom in Danish children’s libraries. In some of the state-of-the-art libraries visited, such as Rentemestervej and Elsinore (Helsingør) Libraries, both of which are connected to cultural centers, there is an apparent emphasis on play. At Helsingør Library, built on the site of a former shipyard, chairs spun, towers can be climbed, and books are integrated into a playful environment that encourages mobility and play as much as reading and learning.

Rentemestervej Library, designed as a



focal point of its community, is housed in a modern building that looks like stacks of books, with rectangular floors piled on top of each other. This library features analog and digital maker spaces, including a printing press, computers for design and layout, a sewing room equipped with dress-maker dummies and sewing machines, and spaces for workshops, performances, and play. The children's room, nicknamed the grotto, is designed so that children can climb and play on movable shelving cubes. These portable cubes create a flexible space that can be redesigned for events as needed ("Modelprogram," 2012). Even the way the books are displayed in Danish children's rooms, often in bins with the cover facing out (as opposed to spine out), reflects a focus on children. This display style enables child-friendly selection, even if it inconveniences librarians in terms of organization.

Books, too, reflect more relaxed views on childhood, from how the concept is constructed in the United States. One example is a popular series about a boy called Vitello by Kim Fupz Aakeson and Niels Bo Bojesen (Aakeson & Bojesen, 2008). Despite a language barrier, the U.S.-based students were shocked by Vitello går med kniv (Vitello carries a knife). The illustrations feature Vitello freely carrying his pocketknife, highlighting a key cultural difference about the relationship between children and weapons in Denmark compared to the United States, where weapons are rarely seen in children's books.

### ***Contemporary Youth Services Librarianship in Denmark***

In a country where most parents work, the majority of children in Denmark attend affordable, public daycare institutions. According to the Guardian, "In Denmark, 97% of children aged three to five and 92% aged one to two are in day care. While around 55% attend centres, the rest are looked after by registered childminders in private homes, which costs parents a

similar amount" (Rock, 2012). During the week, library programs for children are strongly integrated with schools and daycare institutions. An exception is in neighborhoods like Northwest Copenhagen, which houses the Rentemestervej Library. This community has a large immigrant population and is ethnically diverse. According to Assistant Director Mikkel Helleden-Hegelund, many of the local children attend private (often religious) schools, and have a mother at home, which means that they do not attend day care at the same rate as ethnic Danish children. Activities at the library include events for daycares in the mornings, after-school programs, and programs for children and families in the evenings and on weekends. These activities very much resemble the types of activities held in American children's libraries. A Lego Mind Storm workshop is very popular, and is led by a volunteer science teacher. While most of the activities are free, sometimes a nominal fee is charged, such as fifty Danish Crowns (about \$9.00 U.S. Dollars) for 10 sessions. A librarian runs a book club for 9–14 year olds. There is a writing group for 11–18 year olds, and a summer book club, run in partnership with the Ministry of Culture and Palles Gavebod, an online gift and book store ("Palles Gavebod," 2010). Upon reading and reviewing three books on the site, children receive a certificate of completion.

Like all Copenhagen-area libraries, Rentemestervej Library shares the website of Copenhagen's central branch, for which the mission is to: "offer culture and education with ambitions for the whole family" (About children's libraries in Copenhagen, para. 1). The ideology of improvement, a pillar of library service reflecting the field's earliest days in both Denmark and the United States, remains at the library, and access to culture is emphasized. From Copenhagen Library's website:

Get smarter kids—bring them to the library. Children can become smarter in

many ways, and the children's library would like to help. Our employees are knowledgeable about children's literature and culture, and can quickly find a book, a game, or a website that will cover your child's needs. Books are bought for all age groups (2–14). . . . There are lots of programs each month for families and institutions (child-care). You can find everything from children's yoga and music, creative workshops, author meetings and readings. There are usually special children's programs connected to annual festivals and cultural arrangements like "Copenhagen Reads" and "Culture Night." Welcome to the children's library! (About children's libraries in Copenhagen, 2014)

## **Findings Part 2: Educating Danish Librarians**

With campuses in Copenhagen and Ålborg, and about 1,000 undergraduate and graduate students, the Royal School of Library and Information Science is the only library school in Denmark. LIS education is challenged with meeting cultural mandates. As Juncker (2007) writes:

The instructional implications of the notion of culture [means that] as LIS faculty members, we should be aware of the challenge posed by a dialogue-centered teaching approach: Sessions where teachers and students—conscious about the different subject-specific backgrounds—are participants and jointly explore a field, call for insights and a specific practice methodologically, analytically and in terms of transmission and communication. (p. 165)

This approach of embedding education in practice is reflected in the curriculum. Students work in the field as they complete their projects, and their input from the field informs education at the school. In Denmark, by alternating project semesters with course work, the education is grounded in practice and kept current. It is a two-way exchange, as students are able

to digest theoretical content from course semesters, and apply it in practice. In turn, project papers written from the field contribute to shaping the curriculum.

In recent years, most United States-based LIS programs have moved away from this level of embedded service, but many recommend or require that students do a practicum or an internship in a library. Kent State University, University of Illinois' Graduate School of Library and Information Science, and Rutgers' School of Communication and Information are a few of the schools requiring such practice. But the idea of embedding library practice into LIS education has practical implications for modern North American LIS education.

## ***Curriculum at the Royal School of Library and Information Science***

According to the Royal School's website, the degree emphasizes connections between information and knowledge, but also focuses on bringing knowledge and culture into play (Royal School of Library and Information Science, n.d.). Students who want to study at The Royal School of Library and Information Science can pursue a bachelor's degree, or a master's degree. While an American LIS degree is a master's degree, in Denmark, a BA in LIS allows students to begin working as professional librarians, and those completing the bachelor's degree in good standing who wish to continue with their studies, are eligible to continue at the master's level for a more research-oriented degree. The BA in Library and Information Science is comprised of six semesters, which alternate between course work semesters and project semesters, and culminate in a BA project. The project semesters allow students to take the theoretical knowledge gained in coursework semesters and apply it in practice through an independent study. According to the school's website, such projects must focus on a concrete problem at a site, and should result either

in a product that serves as a solution, or as a paper (Royal School, Project Guidelines, 2012). Sample projects listed in the appendix reflect some of the same issues faced in the United States, such as studies on library use, however there is a strong focus on technological implementations in service, and on young people's engagement with online cultural production, including user-generated content and social media usage.

### ***Culture and the Library***

In 2001 to ensure Danish children's access to culture, the Danish Ministry of Culture established cultural consultants in fourteen Danish municipalities. Kent State University students spent a day at Elsinore Public Library north of Copenhagen, visiting both the impressive Elsinore Library "Kulturvaerftet" (Elsinore Library Culture Yard) and one such cultural consultant. Art historian Ida Wettendorff is Elsinore's Children's Cultural Consultant, responsible for cultural programming for children in the community of 61,000 inhabitants. According to Wettendorff, in 1961, the Ministry of Cultural Affairs focused on democratizing art and culture and providing access to all Danish citizens. The library law of 1964 stipulated that all Danish municipalities had to have a library, and there is strong collaboration between school libraries, public libraries, and culture houses. Elsinore has a special music and theater school (Teaterskolen) for children from Kindergarten to sixth grade. While families must pay a 1,700 Danish crown fee for an annual membership (approximately \$300 USD), there is also a mandate that all municipalities have a music school. An added bonus of exposing children to traditional cultural institutions at a young age is that it builds sustainability for such institutions. As those children become adults, they continue to seek such cultural experiences on their own, and eventually, with their own children.

Kulturvaerftet means cultural yard, and

the name reflects the fact that the library, cultural center, and a seafaring museum, are all built on an abandoned shipyard north of Copenhagen. In Elsinore, an annual art budget of about 700,000 Kroner (about \$120,000 US dollars) is enough to fund free art projects for school classes during the academic year. In addition, there is money for cultural events for tweens and teens at the local "ungdomskole," and money for other projects connecting artists with children in the community. In 2014, renowned Danish poet Søren Ulrich Thomsen, led an event with children on performance set design, which gave children exposure to the poet as well as information about how set design works. This project is part of the "Kunstskaab" project in which teachers and artists partner up to work with children between second and seventh grade covering art, design, music, and dance, and "the idea and the vision of the project is to create the conditions that will stimulate and promote children and young people's encounters with art and the artistic process" (Kunstskaab, 2012).

### **Conclusion**

By inverting the model found in North America, and alternating theoretical coursework semesters with project semesters, LIS education in Denmark drives students out into the field to work on projects while they are in school, and creates a flexible, participatory model for library school. Students contribute to shaping the curriculum via projects, which creates a timely, flexible, and intuitive model for LIS education. The project semesters allow for an active examination of the role of libraries in a changing society, providing a way for future librarians to understand emerging issues in the field before they are working in it, and to use their library school education as an opportunity to collaboratively work toward solutions.

Some of this is happening in the United States at a grass-roots level. An organization called Hack Library School, "a



collaborative project begun in the Fall of 2010 . . . [which] was founded on the principle of students taking the future of librarianship into their own hands” (Hack-LibrarySchool.com, n.d.), is one way LIS students are subversively influencing library school education. A future study could examine the influence of this organization within institutions, and actual impact on LIS curriculum. Tripp (2011) advocates for another way of connecting students with working professionals, by allowing library school “courses [to] be designed to teach both digital media concepts and production skills and to do so in ways that emphasize new media literacies and participatory media culture” (p. 337), and this might involve more student interaction with working professionals.

Research presented here introduces opportunities to open dialogue around the future of LIS education in North America. There much to be learned from the Royal School of Library and Information Science’s embedded model, but a look back at library training in the United States at the early part of the 20th century reveals

a parallel structure that has implications for 21st century Library and Information Science education, and there is much to be learned from the field’s early roots. Perhaps it is time to re-examine the earliest US models of LIS education to see what can be learned. It seems the contemporary model for LIS education is already doing so.

In addition, it may be time to have a serious dialogue about the North American LIS degree, and evaluate whether it is time to consider an undergraduate LIS degree, focused on services. By restructuring the North American LIS degree to match the Danish model, a two-tiered model for LIS education in the United States could be constructed with an undergraduate degree focused on practice, and a graduate degree that adds a strong research component. Finally, in addition to looking at historical models of LIS education, more international comparative studies of LIS education are needed, as well as considerations of movements, such as the Hack Library School model, to see what we can learn from other existing models, and grassroots efforts.

## Appendix

Table 1. Samples Projects Related to Youth Services Librarianship.

Bachelor’s Projects (Danish Titles)	Bachelor’s Projects (English Titles)
Børn og unge på biblioteker: En brugerundersøgelse der forsøger at udvikle ideer til hvordan Allerød bibliotek kan fastholde og øge børn og unges brug af biblioteket Stephanie Lindner Skog Bibliotekar DB, Erhvervsrelaterede projekt, 2014 Studenteropgave: Erhvervsrelateret projekt	Children and teens at the library: A user-study that creates ideas for how Allerød Library can maintain and increase children and teens’ use of the library. Stephanie Lindner Skog Librarian DB, Professional Project 2014 Student project: Professional Project.
iPads og tablets i børneudlån på Avedøre bibliotek Malene Jensen Bibliotekar DB, Erhvervsrelaterede projekt, 2014 Studenteropgave: Erhvervsrelateret projekt	Lending iPads and Tablets at Avedøre Library Malene Jensen Librarian DB, Professional Project 2014 Student project: Professional Project
Biblioteket på Rentemestervejs vaerksteder: kulturproduktion på biblioteket Mette Kirstine Gamst, Ingeborg Nielsen Bibliotekar DB, Erhvervsrelaterede projekt, 2014	Rentemestervej’s Library: Cultural production at the library Mette Kirstine Gamst, Ingeborg Nielsen Librarian DB, Professional Project 2014

(continued)

Table 1 (continued). Samples Projects Related to Youth Services Librarianship.

Master's Projects Danish Titles	Master's Projects English Titles
#Hahstopping på Instagram: Et speciale om unge og medier Kathrine Bach Pachniuk Kandidatuddannelsen, Speciale, 2014	#Hashtagging on Instagram: A special project on youth and media Kathrine Bach Pachniuk Master's Degree, Specialization, 2014
Slip fantasien løs: Et studie af det sociale lærings-potentiale i fanfiktion Studenteropgave: Speciale Pernille Thoustrup Jensen Speciale, Kandidatuddannelsen	Let your fantasy go: A study of the social learning potential in fan fiction. Student project: Specialization Pernille Thoustrup Jensen Master's Degree, Specialization
Online communities på Palles Gavebod: En undersøgelse af disses formål og hensigt, anvendelse og videreudvikling med Facebook som socialt medie-forbillede Studenteropgave: Speciale Sanne Mendel Kathrine Hartzner Speciale, Kandidatuddannelsen	The online communities of Palles Gavebod: A study of its goals, intentions, and use and further development with Facebook as a social media model Student project: Specialization Sanne Mendel Kathrine Hartzner Master's Degree, Specialization

(IVA Student Projects, n.d)

## Acknowledgements

Tusind tak to my Danish colleagues, Dr. Beth Juncker and Dr. Gitte Balling at the Royal School and Library and Information Science, to Mikkel Hellden-Hegelund, and Johanne Madsen at Rentemestervej Bibliotek, and to Ida Wettendorff and Majken Jørgensen at Kulturvaerftet. Thanks to Dr. Christine Jenkins for historical suggestions. And thanks to Michelle Baldini, Psyche Castro, and Shannon Schilling for editorial feedback and proofreading.

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